DOCUMENT RESUME

ED 395 738 RC 020 599

TITLE	Stewards of the Sacred: School Boarding So That All Children Will Learn. A Common Sense Manual for Boards and Administrators.
INSTITUTION	Association of Community Tribal Schools, Sisseton, SD.
PUB DATE	94
NOTE	45p.; Contains some pages printed on colored paper.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Administrator Role; *Administrators; Alaska Natives; *American Indian Education; American Indians; Board Administrator Relationship; *Board of Education Role; Boards of Education; *Educational Administration; *Educational Finance; Educational Objectives; Educational Policy; Elementary Secondary Education; Policy Formation; *School Effectiveness; Self Determination; Tribally Controlled Education

ABSTRACT

This manual provides guidelines on the roles and responsibilities of boards of education and administrators in creating effective schools for American Indian students. Mission statements from both the Bureau of Indian Affairs Office of Indian Education Programs and the Association of Community Tribal Schools reflect a shared goal of ensuring educational opportunities for American Indians that consider the spiritual, mental, physical, and cultural aspects of the individual. Following a list of do's and don'ts for school boards, specific roles and responsibilities of boards of education are described, including modeling the culture and values, propagating the mission and establishing direction, ensuring adequate financing and seeing that money is spent responsibly, guarding legitimacy by regularly reviewing pertinent information and documents, keeping the board and the community in touch with each other, resolving problems and grievances in a win-win way, consistently advocating quality education, and hiring and retaining excellent administrators. The manual also addresses: (1) staffing issues, including expectations of administrators, board and administrator teaming, and qualities of effective administrators and teachers; (2) issues related to educational financing, including an overview of programs and resources and suggestions for fiscal management; (3) information on policy formation; (4) suggestions for conducting effective school board meetings, including an overview of parliamentary procedures; (5) recommendations for developing a constitution and by-laws; and (6) relevant information on school improvement and restructuring, including an overview of Goals 2000, effective school correlates, and definitions of restructuring terms. Includes a reference manual for storing additional materials related to the topics covered in the manual. (LP)

ED 395 738

STEWARDS OF THE SACRED

SCHOOL BOARDING
SO THAT ALL CHILDREN WILL LEARN

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

❖ ❖ ❖ ❖

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Roger Bordeaux

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

a common sense manual
for boards and administrators

by the

ASSOCIATION OF COMMUNITY/TRIBAL SCHOOLS
Dr. Roger Bordeaux, Executive Director

RC020599

BEST COPY AVAILABLE

TO ORDER

STEWARDS OF THE SACRED

WRITE TO

DR. ROGER BORDEAUX
ACTS
616 4TH AVE W
SISSETON, SD 57262

OR CALL

605/698-3953

ACTS members get 1 copy for each Board member and administrator. For additional copies or for non-ACTS members the cost is $10 each.

Design/Graphics by Michele Allen
Graphics by RT Computer Graphics
Printed by Clark Printing

Table of Contents

- Purposes of Schools 2
- Roles and Responsibilities of Boards 3
- Staffing
  - Expectations of Administrators 12
  - Board and Administrator Teaming 14
  - Quality Superintendent/Chief Executive 15
  - Quality Principals 16
  - Quality Teachers 17
- Funding and Fiscal
  - Programs and Sources 18
  - Alphabet Soup 21
  - Fiscal Stuff 22
- Logistics
  - Policy Stuff 23
  - Better Meetings 24
  - Constitution and By-laws 27
- School Improvement and Restructuring
  - Goals 2000: Educate America Act 28
  - Effective Schools Correlates 29
  - Restructuring Terms 31

PURPOSES OF THE MANUAL

Stewards of the Sacred was put together to assure continuity of quality boards and help create learning organizations. It is especially focused on grant and contract schools but can be useful for all BIA-funded schools or even public schools. The manual came out of the ACTS annual meeting in Las Vegas in March, 1994 where administrators and board members worked through expectations of each other, how to assure compliance with external funding and accreditation sources and how to create effective schools. Jay from Puyallup shared a draft manual he had developed and ACTS contracted with MITOM (Michele and Tom Allen) to finalize and design the manual.

Copyright 1994 ACTS ©

When your tenure is over and you pass the mantle on to someone else, you want that person to be able to say, "there was a person who helped us see how great we could be and laid the foundation for our great leap forward." ***Visionary Leadership*** **Burt Nanus**

PURPOSES OF SCHOOLS

* Mission of OIEP

The mission of the Bureau of Indian Affairs Office of Indian Education Programs is to provide education opportunities from early childhood through life in accordance with the tribes' needs for cultural and economic well-being in keeping with the wide diversity of Indian tribes and Alaskan Native villages as distinct cultural and governmental entities. The Bureau shall manifest consideration of the whole person, taking into account the spiritual, mental and physical aspects of the person within family and tribal or Alaskan Native village contexts.

* Mission of ACTS

To assist tribal schools toward their mission of ensuring that when students complete their schools they are prepared for lifelong learning and that these students will strengthen and perpetuate traditional tribal societies.

* Purposes of Education (the eagle nest group)

- prepare students for life roles they will play in the conditions that will exist
- give students the knowledge, skills, values and vision necessary to succeed
- give students the tools and ambition to be lifelong learners
- assure all kids learn the curriculum and demonstrate the outcomes
- Keys to accomplishing the purposes
  - * internalize the vision and values
  - * deal with anyone or anything not for learning
  - * restructure to deal with all of above
  - *** celebrate victories ***

ROLES AND RESPONSIBILITIES OF BOARDS

* Themes from the National School Board Association

* set a vision for education
* establish a structure and environment to implement the vision
* assess performance and progress toward the vision
* advocate for schools and students

* Danforth Foundation/20th Century Fund Report on School Boards

Don't
- preside over student or employee grievances
- decide specific payments in approved budgets
- consider all changes in construction contracts
- hire, fire or promote personnel except superintendent and cabinet
- vote on field trips, bus routes, transfers
- engage in collective bargaining
- encourage annual turnover of chairperson

Do
- hire the superintendent and define her/his role
- contract with auditors to review contracts, books, etc.
- establish procedures for bids
- vote on curriculum framework
- link policies and assessment to student outcomes
- decide on major construction
- hire an ombudsman to hear complaints
- review progress toward goals
- vote on budget and spending priorities
- determine collective bargaining policies
- do strategic planning
- establish staff development policies
- serve on boards of child service agencies
- convene community forums on education issues
- formulate management and budget policies

"New behavior begins in the board room and makes its way to the front lines." Edgar Sheinberg

ROLES AND RESPONSIBILITIES OF BOARDS

*** Model the culture and values**

* discuss assumptions and beliefs
* identify values
* define the values
* give examples in terms of actions
* assess where individuals and the organization are at in terms of the values
* translate into
  - individual practices
  - board behavior
  - policies
  - school climate
* exercise to form habits
* model the values at board meetings

"Everything in an organization teaches: how it looks, what it does, how its people act, etc. Tom Allen

ROLES AND RESPONSIBILITIES OF BOARDS

* Propagate the mission/establish direction

* develop or revise the mission with input from all stakeholders

* define key words and phrases

* make sure the mission is clear, understood and supported by all

* disseminate the mission in all communications

* use the mission as a basis for plans and student outcomes

* do a vision that shows what the desired future will look like

* allocate resources to accomplish the mission

* set measurements and timelines

* implement a continuous process of planning and improvement

ROLES AND RESPONSIBILITIES OF BOARDS

* **Ensure adequate financing and see the money is responsibly spent**

  * assess the need for financing
  * review audits
  * review regular fiscal reports (monthly or quarterly)
  * set financial policies
  * approve the budget to reach goals
  * assure government regulations are complied with
  * set a level for approval of major contracts or purchases
  * set a salary scale and personnel policies
  * practice open-book management
  * delegate implementation to the administrator
  * monitor outcomes - reports, solvency, cash flow, audits
  * evaluate for improvement - mission fulfillment, liquid assets, future revenues, wise management
  * look at the institution as a whole

ROLES AND RESPONSIBILITIES OF BOARDS

*** Guard legitimacy by reviewing pertinent information and documents regularly**

* constitution and bylaws
* elections and membership
* corporate reports
* policy manuals
* administrator reports
* grant and contract reports
* state accreditation reports
* regional accreditation reports
* reports to the tribe
* annual report to the community on accomplishments and student outcomes
* OIEP monitoring reports

"OFFICE HOLDERS SHOULD HAVE LOYALTY TO THE POLITY, CAPACITY FOR THEIR OFFICES, AND VIRTUE AND JUSTICE." *POLITICS*, ARISTOTLE

ROLES AND RESPONSIBILITIES OF BOARDS

*** Keep the organization in touch with the community and vice-versa**

* be the number one supporter of the school
* support official stands
* attend board meetings and participate
* disseminate correct information in all possible situations
* develop an organizational public relations/information plan
* practice effective referrals
* structure a variety of ways parents and the broader community can be involved in setting goals, making decisions and supporting student learning
* hold well-publicized, accessible meetings and foster a welcoming atmosphere in the organization
* keep eyes and ears open to what is happening in the environment and to needs and wants of customers
* stand up to inappropriate behavior

"All members of the community can be teachers, and all are learners - a true learning society."
Dr. Wayne Jennings

ROLES AND RESPONSIBILITIES OF BOARDS

*** Resolve problems and grievances in a win-win way**

* define problems as each person sees
* try for consensus
* get conflict resolution training
* expect administrator to deal with most grievances
* appoint a mediator when necessary
* keep the mission in mind
* decide issues based on information
* disagree without being disagreeable
* face problems boldly
* work out some issues person to person
* realign votes based on issues

"Now it's fun to go to meetings and discuss challenging issues with friends. Just like a strenuous physical workout, serving on a school board can be exhilarating mental exercise that leaves you feeling relaxed and proud of what you have accomplished."

Joy Rogers

ROLES AND RESPONSIBILITIES OF BOARDS

*** Advocate quality education constantly**

* actively support the school and administrator
* articulate needs to the community
* focus on constant improvement
* be customer driven
* empower workers: professional development and involvement
* dispel fear
* make decisions based on facts
* provide ongoing leadership toward the vision and mission
* foster collaboration

"Boards feel they can be more active. Possibly they act too quickly. They have to wield power responsibly." Thomas Horton, *The CEO Paradox*

ROLES AND RESPONSIBILITIES OF BOARDS

* Provide and keep excellent top administrators

* hiring
  - ask if the position is needed or the job doable
  - decide what you want and need (qualities, skills, duties, qualifications, expectations)
  - advertise/headhunt - be proactive
  - screen
    - review applications and resumes
    - look at samples of work e.g. proposal, strategic plan, etc.
    - call references/employers, etc.
    - give tests e.g. Meyers-Briggs
    - interview in different ways
    - visit previous workplace
  - negotiate roles/expectations/salary
  - hire on the team - go for consensus

* negotiate expectations each year
* ask the administrator for their expectations of the board
* let administrator do their job
* monitor administrator according to agreed expectations
* get input from administrator and staff
* show appreciation when warranted

✱ ✱ ✱ ✱ STAFFING ✱ ✱ ✱ ✱

* EXPECTATIONS OF ADMINISTRATORS

General

* attend board meetings
* comply with and give input on board policies
* assemble proper staff to comply with policies and meet needs
* supply budget reports (monthly or quarterly)
* insure money is spent within the guidelines of the budget and that cash flows are adequate
* assess progress and report
* obtain resources and distribute equitably and wisely
* diagnose student needs and develop strategies to meet them
* solve problems
* send out briefings to the board between meetings

✲ ✲ ✲ ✲

"Each firing has its own story. It can be a story of bad performance or bad chemistry."
John Wilcox, CEO Georgeson and Co.

✸ ✸ ✸ ✸ STAFFING ✸ ✸ ✸ ✸

* EXPECTATIONS OF ADMINISTRATORS
Compliance

Federal:

- Grant 100-297
  1. follow BIA, state, regional or tribal standards
  2. submit annual program report - number of students, programs, outside evaluation based on standards
  3. annual financial report - revenue and expenditures based on grantee cost accounting
  4. biannual audit based on the Single Audit Act
- ISEP and Transportation count
- Chapter I, Special Education, Drug Free Schools, Title V proposals and reports
- FACCOM inventory
- Drug Free Workplace Policy
- Indian Child Protection Act - employee background checks
- IRS deposits and reports
- IRS 501 (c) (3) tax exempt status letter
- Family Medical Leave Act
- Americans With Disabilities Act

State:

- Accreditation reports (and administrator and teacher certification)
- Meals documentation and reports
- Workman's compensation
- Unemployment insurance
- Corporate reports

Tribe:

- Education code
- Tribal Employment Rights Office

✱ ✱ ✱ ✱ STAFFING ✱ ✱ ✱ ✱

* BOARD AND ADMINISTRATOR TEAMING

* Set clear expectations of each other once a year
* Commit to a vision, a plan and a sense of mission
* Agree on institutional values and model them
* Share constructive criticism and positive and negative feedback
* Process complaints appropriately
* Listen to, but don't agree with, critics
* Don't surprise each other at meetings
* Pay fairly
* Compliment each other/show appreciation
* Keep an open mind
* Listen actively/voice questions
* Nurture the relationship to develop trust
* Minimize politics
* Go for consensus
* Focus on outcomes and quality issues
* Hold less meetings
* Keep out of each other's areas
* Refer problems to the right person
* Tell the truth "This is the way I feel"
* Learn together - retreats, workshops, seminars, etc.
* Realize humanity - mistakes are part of life

"The prerequisites for school reform are trust, freedom, mission and civility." Larry Lezotte

✸ ✸ ✸ ✸ STAFFING ✸ ✸ ✸ ✸

* QUALITY SUPERINTENDENT/CHIEF EXECUTIVE

According to Webb & Associates, a Chicago executive research firm

Qualities

* integrity
* good judgment
* courage
* physical vigor
* warmth
* risk taker
* self-confidence
* listener
* stability under pressure
* consensus builder
* flexibility
* maintains high standards
* maintains good employee morale

Skills

* instructional and scholarly leadership
* good communication skills
* general and financial management expertise
* ability to work with all segments of the community
* good planning skills

✸ ✸ ✸ ✸ STAFFING ✸ ✸ ✸ ✸

* QUALITY PRINCIPALS

According to the National Association of Secondary Schools Principals

* seek appropriate information and analyze problems
* make high quality decisions based on available information
* plan and schedule themselves, others and resources
* act decisively when required
* involve others in planning and decisions
* perceive the needs, concerns and problems of others and deal effectively with them
* perform well under pressure
* express clearly ideas and facts orally
* express ideas and facts clearly in writing
* discuss a variety of topics and have a range of interests
* motivate themselves to achieve goals
* possess a well-reasoned education philosophy and practice their values

✱ ✱ ✱ ✱ STAFFING ✱ ✱ ✱ ✱

* QUALITY TEACHERS

According to William Glasser's research of students

* present clear, consistent, sincere messages

* do not pull rank

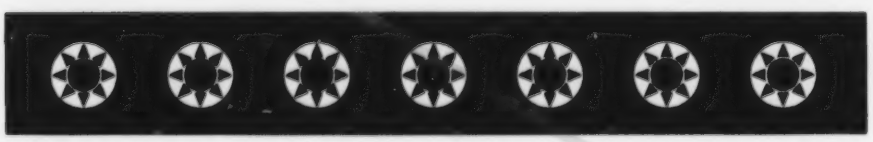
* communicate high expectations

* really listen

* communicate commitment through action

* are hardworking and care about student learning

* deserve respect



✱ ✱ ✱ ✱ FUNDING AND FISCAL ✱ ✱ ✱ ✱

* PROGRAMS AND RESOURCES

TRIBE

Tribal Revenue - Tribes with revenue from land settlements, resources or tribal enterprises often contribute to regular operations or special needs of schools.

Tribal Education Department - Tribal education departments can provide technical assistance and possible collaboration of a number of schools on funding.

Tribal Health Services - Tribes often contract to operate health, alcoholism and mental health programs which can provide a variety of services to schools.

Tribal Employment Rights Offices - TERO can provide personnel services for schools.

Johnson O'Malley - Tribes that contract JOM can often provide summer school services to students of tribal schools.

OFFICE OF INDIAN EDUCATION PROGRAMS

Indian School Equalization Program - basic formula for the operations of grant, contract or BIA-operated K-12 schools. Schools are funded for Weighted Student Units based on grade level and other characteristics for eligible students (attendance during count week, tribal membership, etc.) Special counts are included for gifted and talented, special education, bilingual, residential and intense residential guidance.

Student Transportation - funds provided to get students to and from school using a formula based on a three-day average of miles during count week multiplied by 180 days times a rate per mile.

Substance Abuse - provides for inservice training in substance abuse prevention.

Economic Development - provides for technical assistance and a small budget award to promote economic and entrepreneurship education through curriculum revision and/or actual business enterprises. Awarded based on self-nomination.

Effective Schools - provides training, technical assistance and some funding to help implement school improvement based on the Effective Schools model. Schools must attend three training sessions, form an improvement team, do a needs assessment and develop an improvement plan. Awarded based on self-nomination.

Family and Child Education - provides for preschool education which is both home based and center based as well as parent education and parenting skills development. Awarded based on an application process.

Johnson O'Malley - provides for supplemental programs or costs for children from three years through twelfth grade. Only previously private schools are eligible. Awarded based on an application and formula.

Facilities Operation and Maintenance - provides for maintenance, custodial and utilities costs for the physical facility.

Facilities Improvement and Repair - provides for facilities repair and to correct health and safety issues.

Facilities Lease - provides for lease of a facility.

M I & R - provides funds for minor improvement and repair

Administrative Cost Grant - provides for administrative costs such as school board expenses, accounting, personnel management, etc. based on a complex formula.

Indirect Cost (BIA) - negotiated rate with the Office of Inspector General for groups and tribes that have a number of programs.

DEPARTMENT OF EDUCATION (FLOW THROUGH)

Chapter I/Title I - provides for help in the areas of reading, language and math for students identified through standardized tests. Awarded based on a formula by application for either a special program or schoolwide program.

Individuals with Disabilities Education Act - provides supplemental funds for children with special needs.

Substance Abuse - provides funds for prevention of substance abuse through the education of students.

0 - 5 Special Ed. - assists with Child Find, screening and other early identification of children with special needs, parent training and services.

Title V, Part A - provides supplemental services to meet the special needs of Indian children. Awarded by formula after an application.

INDIAN HEALTH SERVICE

Adolescent Health Care - provides for a portion of the health needs of students.

ADMINISTRATION ON NATIVE AMERICANS

Native American Languages - provides funds to assure the survival and continuing vitality of Native American languages. Awarded based on competitive application.

STATE

CANS - provides partial reimbursement for breakfast, lunch and milk.

Chapter II - provides funds for improvement efforts for libraries, curriculum, etc. Allocated based on enrollment.

Vocational Education - provides funding for vocation education if included in the state plan.

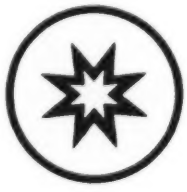
Impact Aid (874) - provides basic funding for students not counted under ISEP if the school can get an agreement with the local public school district.

OTHER

Library Services and Construction Act (Basic) - provides about $4000 a year for library books and materials. The tribe must declare the school library the official library for the reservation and the money has to go through the tribe.

Library Services and Construction Act (Special) - provides up to $150,000 on a competitive basis for library construction and upgrade. Must have Basic to apply.

Title V Indian Education Act/Indian Controlled Schools - provides funds to Indian controlled schools for the same activities as the entitlement of Part A but grants are larger. Awarded based on a competitive application.



ALPHABET SOUP

ACG	Administrative Cost Grant
ACTS	Association of Community Tribal Schools
ADA	Americans with Disabilities Act
ADA	Average Daily Attendance
ADM	Average Daily Membership
AIHEC	American Indian Higher Education Consortium
ANCCSB	Association of Navajo Community Controlled School Boards
ANA	Administration on Native Americans
BEST	Bureau Effective Schools Team
BIA	Bureau of Indian Affairs
BOB	Balance of the Bureau
CANS	Child and Adult Nutrition Services
CFR	Code of Federal Regulations
DACTS	Dakota Area Community Tribal Schools
DOE	Department of Education
ED	See OIEP
FACCOM	Facilities Construction, Operations and Maintenance
FACE	Family and Child Education
FI&R	Facilities Improvement and Repair
FMCC	Facilities Management and Construction Center
HHS	Health and Human Services
ICWA	Indian Child Welfare Act
IEA	Indian Education Act
IDEA	Individuals with Disabilities Education Act
IHS	Indian Health Service
ISEP	Indian School Equalization Program
JOM	Johnson O'Malley
LEA	Local Education Agency
MACTS	Minneapolis Area Community Tribal Schools
MI&R	Minor Improvement and Repair
NACIE	National Advisory Council on Indian Education
NASBA	Navajo Area School Board Association
O&M	Operations and Maintenance
OCM	Office of Construction Management
OIEP	Office of Indian Education Programs
PL	Public Law/Number following is Congress - Legislation
SEA	State Education Agency
WSU	Weighted Student Unit

FISCAL STUFF

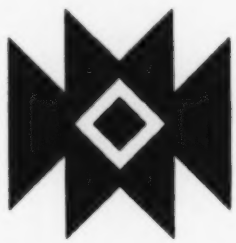
BUDGET

- income and spending plan
- approved by board
- realistic income projections
- expenditures by category
- allocation based on mission and goals

BOOKKEEPING SYSTEM

- journal, ledger, trial balance
- financial statements (monthly)
- two signatures on checks
- documentation (vouchers, receipts)
- inventory and fixed assets
- property control system
- bank reconciliations

INSURANCE



- property
- general liability
- auto
- board liability
- key man
- bond

AUDIT

- reviewed and approved by the board
- parts
  - statement of financial position - balance sheet
  - operating statement - revenue and expenditures
  - statement of cash flow
  - questioned or disallowed costs
  - review of internal controls
  - review of accounting policies and procedures

✣✣✣✣ LOGISTICS ✣✣✣✣

POLICY STUFF

POLICIES are guidelines adopted by a board to chart a course of action that are broad enough for discretion but specific enough for clear guidance.

policy	-	regulation/procedure	-	exhibit
⬇		⬇		⬇
broad		specific		example

Areas

- board
- mission, philosophy, plans
- roles of key administrators
- financial management/budgeting
- students
- personnel
- academic
- outcomes

Qualities

- necessary - important enough, often enough
- legal - applicable laws, board action
- coded and classified
- consistent style
- clear, well written, concise
- positive rationale - create a better place, reach outcomes, etc.
- reviewed regularly - by affected groups, target audience
- congruent with mission and philosophy - help achieve vision

✣✣✣✣ LOGISTICS ✣✣✣✣

BETTER MEETINGS

* boards should not need more than 12-14 meetings a year/2-4 hours long
* recommend stipend for one meeting a month or 12-14 a year
* define when to go into executive session - only very sensitive material
* hold a two day annual retreat to review mission, vision, outcomes, etc.
* stipends range from $25 to $100
* set a real time for the meeting to start and keep to it
* prepare a meeting agenda (usually by the administrator and board chair)
* read pertinent materials ahead of time
* welcome the public, encourage input, set time for public comment
* refer items appropriately to the administration
* follow simplified parliamentary procedure
* make sure motions are clear

* deal with policy, not day to day management
* make sure everyone contributes
* go for consensus
* remember you only have power at a board meeting
* expect correct information and advice from staff and consultants
* use time wisely and focus on one issue at a time
* respect each other
  - participate
  - ask questions
  - listen
  - consider
* document with good minutes:
  - date/time of start and finish
  - quorum: present, absent, others
  - actions taken
  - key discussion points
  - next meeting: time, date, place, invitees

✣✣✣✣ LOGISTICS ✣✣✣✣

Parliamentary procedure is based on common sense and courtesy.

Purposes of parliamentary procedure:

- enable the assembly to transact business with speed and efficiency
- protect the rights of each individual
- preserve a spirit of harmony within the group

Five basic principles of parliamentary procedure:

1. Only one subject can claim the attention of the assembly at one time.
2. Each proposition presented for consideration is entitled to full and free debate.
3. Every member has rights equal to every other member.
4. The will of the majority must be carried out and the rights of the minority must be preserved.
5. The personality and desires of each member should be merged into the larger unit of the organization.

LOGISTICS

Constitution and Bylaws

It is suggested to review the constitution and bylaws of other grant schools when developing or reviewing your own.

Usual contents:

- Name
- Powers
- Membership:
  Parents or not? Staggered terms. Elected or appointed? Length of terms. Attendance.
- Officers
- Committees
- Amendments - define majority
- Administrator Role
- Meetings
- Public Relations
- Finance

SCHOOL IMPROVEMENT AND RESTRUCTURING

Goals 2000: Educate America Act By the year 2000:

① All children in America will start school ready to learn.

② The high school graduation rate will be at least 90%.

③ All students will leave grades 4, 8, 12 having demonstrated competency over challenging subject matter including English, math, science, foreign languages, civics and government, economics, arts, history, and geography.

④ All students will learn to use their minds well to be prepared for responsible citizenship, further learning and productive employment.

⑤ U.S. students will be first in the world in math and science.

⑥ Every adult American will be literate and possess the skills to compete in a global economy and exercise the rights and responsibilities of citizenship.

⑦ Every school will be free of drugs, violence, and firearms and will offer a disciplined environment conducive to learning.

⑧ The teaching force will have access to improving professional skills and to acquiring the knowledge and skills to prepare all students for the next century.

⑨ Every school will promote partnerships that increase parental involvement and participation promoting the social, emotional, and academic growth of children.

SCHOOL IMPROVEMENT AND RESTRUCTURING

Effective Schools Correlates

(research based items that are present in schools where students achieve.)

* Clear School Mission

A clearly understood and accepted purpose statement that guides local education decisions and the driving force for designing the education process to meet the needs of all students.

* Monitoring and Feedback of Student Progress

Measuring student progress on the intended curriculum through a variety of means and relating progress to students and others frequently and in a positive manner.

* Curriculum and Instruction

Focusing and organizing educational activities and programs around the outcomes we want students to demonstrate. C and I should be based on locally defined needs, reflect the culture and be developed with staff involvement. They should prepare students to meet graduation requirements, to succeed in future academic pursuits and to be productive and caring adults.

* Opportunity to Learn/Time on Task

An intensive engagement where students can master and demonstrate the intended outcomes. Cut interruptions.

* High Expectations

An atmosphere of challenge and confidence where students and staff develop to their full potential academically, socially, spiritually, culturally, emotionally, mentally and physically.

* **Safe and Supportive Environment**

A nurturing environment conducive to learning where all are respected and where children, staff and community can grow together to be the best they can be.

* **Strong Instructional Leadership**

The combined effort of all individuals involved in the learning process by modeling, sharing, being proactive and seeking to meet the needs of all students and staff.

* **Home/School/Community Relations**

Home, school and community have a clear understanding of the school's mission through open and active communication. This includes active involvement of the community and home in the school and of the school in the home and the community.

* **Participatory Management/Shared Governance**

Shared decision-making by parents, students, staff, administration and tribe. A management style that enables all involved to feel their contributions are important and valued and that develops a sense of ownership among all groups.

* **Cultural Relevance**

The enhancement of culture, integrated into all areas of the school, which encourages our students' self-esteem, respect and success.

SCHOOL IMPROVEMENT AND RESTRUCTURING

Restructuring Terms

Adapted from the National PTA (1993)

✦ Cooperative Learning

Students find their strengths and contribute to the learning of the group. Teachers facilitate students working in small groups to help each other learn.

✦ Critical Thinking

Students develop the ability to think in a discerning way, solve problems, analyze data, and recall and use information. Students learn to relate ideas from one subject area to another and apply to life skills.

✦ Mastery Learning

Students master knowledge and skills broken down into well-defined steps and tasks. Students have clear expectations of what is to be learned and how it is to be measured.

✦ Outcome Based Education

Everyone agrees up front on the outcomes (knowledge, skills and values) that students will emerge with and how they will be measured or demonstrated.

✦ Authentic Assessment

Measure student achievement in a variety of ways (not just standardized testing) such as demonstrations, performance, writing, experiments, portfolios of work, etc.

✦ Multi-age Grouping

Group children according to social and cognitive levels for certain areas and provided for individualized learning.

✦ Site Based Management

Create a means of school governance where the decision-making responsibility is at the local school level. Governance should be shared by constituents of the local school.

✦ Whole Language

Students develop reading and writing skills by comprehending words in context and discussing what is being read or written. Reading and writing are integrated with all subjects.

Evaluation of Use of Manual

Workshop Place _____ Date _____

I liked _____

_____

_____

I didn't like _____

_____

Suggestions for next time _____

_____

I would like to know more about _____

_____

Overall rating (check one)

very worthwhile _____ worthwhile _____ not very worthwhile _____

Reading

Please rate Stewards of the Sacred by circling your response:

	Agree				Disagree
Easy to read	1	2	3	4	5
Comprehensive	1	2	3	4	5
Accurate	1	2	3	4	5
Deals with the subjects I need	1	2	3	4	5
Understandable	1	2	3	4	5
Practical	1	2	3	4	5

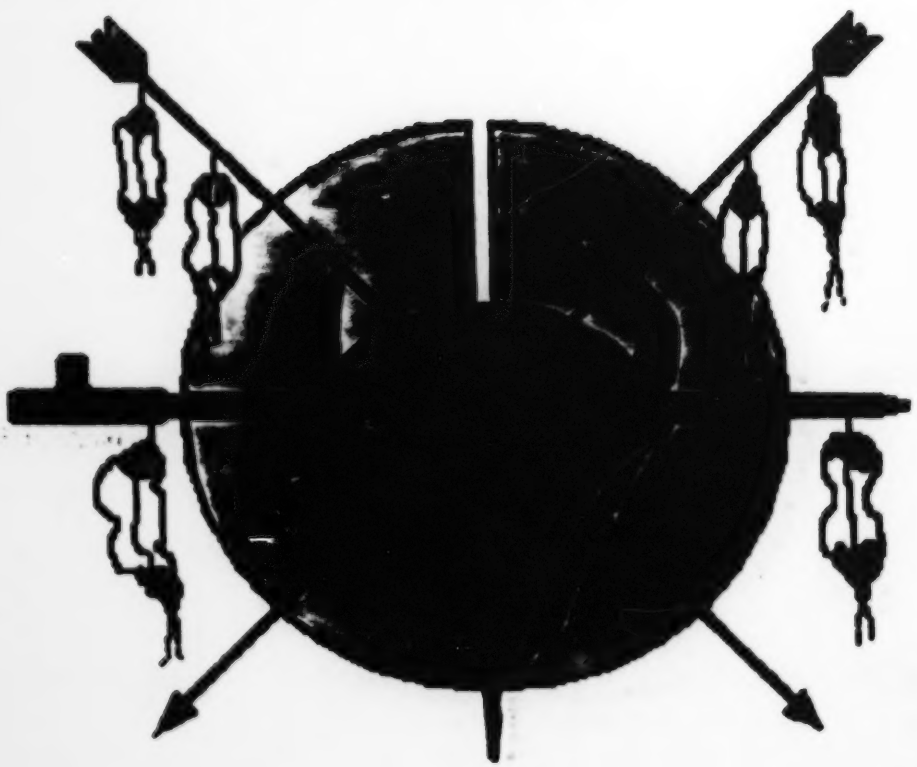
Comments on the manual _____

_____

_____

FAX TO: Roger Bordeaux 605-698-7686 or send to address on next page

ASSOCIATION OF COMMUNITY TRIBAL SCHOOLS



REFERENCE MANUAL

STEWARDS OF THE SACRED

SCHOOL BOARDING
SO THAT ALL CHILDREN WILL LEARN

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Roger Bordeaux

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

a common sense manual
for boards and administrators

by the

ASSOCIATION OF COMMUNITY/TRIBAL SCHOOLS
Dr. Roger Bordeaux, Executive Director

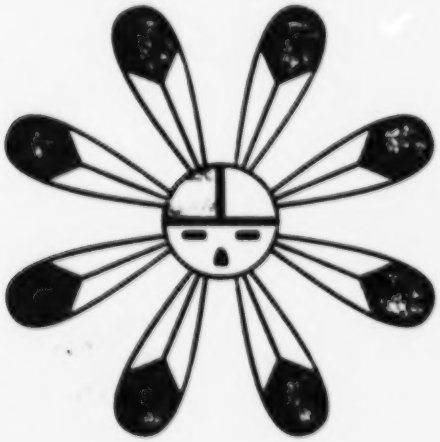
RC020599

Table of Contents

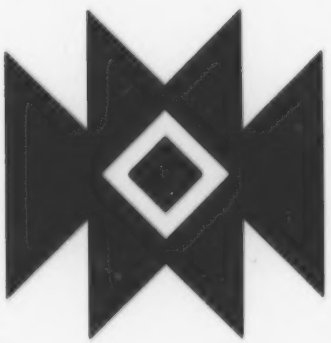
- Purposes of Schools
- Roles and Responsibilities of Boards
- Staffing
  - Expectations of Administrators
  - Board and Administrator Teaming
  - Quality Superintendent/Chief Executive
  - Quality Principals
  - Quality Teachers
- Funding and Fiscal
  - Programs and Sources
  - Alphabet Soup
  - Fiscal Stuff
- Logistics
  - Policy Stuff
  - Better Meetings
  - Constitution and By-laws
- School Improvement and Restructuring
  - Goals 2000: Educate America Act
  - Effective Schools Correlates
  - Restructuring Terms

The purpose of the Reference Manual is to store examples and background material that illustrate information in *Stewards of the Sacred*, for example, a number of mission statements from other schools or organizations and for your own.

PURPOSES OF SCHOOLS



ROLES AND RESPONSIBILITIES

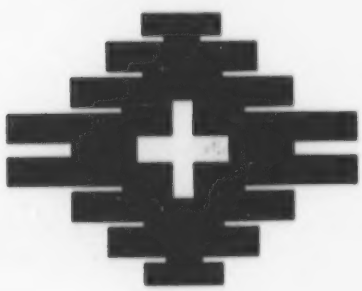


STAFFING

Expectations of Administrators
Board and Administrator Teaming
Quality Superintendent/Chief Executive
Quality Principals
Quality Teachers

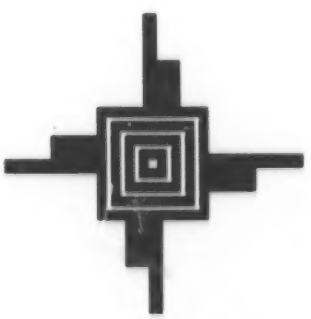
FUNDING AND FISCAL

Programs and Sources
Alphabet Soup
Fiscal Stuff



LOGISTICS

Policy Stuff
Better Meetings
Constitution and By-laws



SCHOOL IMPROVEMENT AND RESTRUCTURING

Goals 2000: Educate America Act
Effective Schools Correlates
Restructuring Terms

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: **Stewards of the Sacred: School Boarding So That All Children Will Learn: A Common Sense Manual for Boards and Administrators**	
Author(s):	
Corporate Source:	Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

	The sample sticker shown below will be affixed to all **Level 1** documents	The sample sticker shown below will be affixed to all **Level 2** documents	
☐ Check here **For Level 1 Release:** Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) *and* paper copy.	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	☒ Check here **For Level 2 Release:** Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but *not* in paper copy.
	Level 1	**Level 2**	

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at **Level 1**.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here→ please		
Signature:	Printed Name/Position/Title: Roger Bordeaux, Exec Dir	
Organization/Address: ACIE 616 4th Ave Sisseton SD 57262	Telephone: 605 698 3953	FAX: 605 698 7187
	E-Mail Address:	Date: 5/21/98

RC020599

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC/CRESS AT AEL
1031 QUARRIER STREET - 8TH FLOOR
P O BOX 1348
CHARLESTON WV 25325

phone: 800/624-9120

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1301 Piccard Drive, Suite 100
Rockville, Maryland 20850-4305

Telephone: 301-258-5500
FAX: 301-948-3695
Toll Free: 800-799-3742
e-mail: ericfac@inet.ed.gov

(Rev. 3/96/96)